

1 STATE OF OKLAHOMA

2 2nd Session of the 54th Legislature (2014)

3 HOUSE BILL 2655

By: Kern

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5  
6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2011,  
8 Section 6-185, as last amended by Section 10, Chapter  
9 223, O.S.L. 2012 (70 O.S. Supp. 2013, Section 6-185),  
10 which relates to competencies and methods to be  
11 incorporated into teacher preparation systems;  
12 requiring teacher candidates to study certain methods  
13 and strategies for English Language Learners;  
14 prohibiting school districts from employing or  
15 assigning English Language Learner teachers without  
16 certain license or certification; amending 70 O.S.  
17 2011, Section 6-194, as amended by Section 10,  
18 Chapter 83, O.S.L. 2013 (70 O.S. Supp. 2013, Section  
19 6-194), which relates to school district professional  
20 development programs; clarifying statutory language;  
21 requiring school districts to offer teacher training  
22 in English Language Learner instructional services  
23 for certain teachers; providing for codification;  
24 providing an effective date; and declaring an  
emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as  
last amended by Section 10, Chapter 223, O.S.L. 2012 (70 O.S. Supp.  
2013, Section 6-185), is amended to read as follows:

Section 6-185. A. The following competencies and methods shall  
be incorporated into the programs approved by the Oklahoma

1 Commission for Teacher Preparation until July 1, 2014, and approved  
2 by the Commission for Educational Quality and Accountability  
3 beginning July 1, 2014, for the competency-based teacher preparation  
4 system provided for the Oklahoma Teacher Preparation Act:

5 1. The teacher preparation system shall include, but not be  
6 limited to, the following competencies:

- 7 a. excellence in the arts and sciences,
- 8 b. an in-depth knowledge of the subject matter to be  
9 taught,
- 10 c. the ability to identify and cultivate talent and  
11 potential in students,
- 12 d. an understanding of child and human development,
- 13 e. teaching skills developed through a variety of  
14 learning experiences,
- 15 f. the ability to interact effectively with all students,
- 16 g. skills necessary for working with parents, guardians  
17 and custodians of students in the education process,
- 18 h. skills necessary to involve the community in  
19 education,
- 20 i. skills to foster teamwork within and among schools,
- 21 j. for administrators, skills necessary to be an  
22 effective leader of a school or school district, and
- 23 k. skills in effective classroom management and student  
24 discipline;

1           2. The preservice program shall include the following methods  
2 to achieve the competencies listed in paragraph 1 of this  
3 subsection:

- 4           a. require teacher candidates to study arts and sciences  
5                 at the undergraduate level,
- 6           b. require secondary and elementary/secondary teacher  
7                 candidates to have undergraduate majors, or their  
8                 equivalents, in a subject area, and require teacher  
9                 candidates in early childhood, elementary, and special  
10                education to have subject area concentrations which  
11                allow qualification as a generalist,
- 12          c. require teacher candidates to study the individuality  
13                of students, the capacity of students to learn and the  
14                process of learning,
- 15          d. integrate curriculum from other disciplines with the  
16                education curriculum,
- 17          e. require teacher candidates to have training  
18                experiences and personal contact with parents,  
19                guardians or custodians of school-age children,
- 20          f. require teacher candidates to have community  
21                involvement experience,
- 22          g. structure courses so as to require teamwork  
23                activities, and

- 1           h.    require teacher candidates to study, in existing  
2                    coursework, substance abuse symptoms identification  
3                    and prevention, mental illness symptoms identification  
4                    and mental health issues, classroom management skills,  
5                    and classroom safety and discipline techniques, and  
6            i.    require teacher candidates to study English Language  
7                    acquisition and teaching methods and strategies for  
8                    the instruction of English Language Learners;

9           3.    Until July 1, 2014, the Oklahoma Commission for Teacher  
10           Preparation and beginning July 1, 2014, the Commission for  
11           Educational Quality and Accountability shall not require more than a  
12           four-year program of one hundred twenty-four (124) semester hours to  
13           complete a teacher education degree.

14           B.   It is the intent of the Legislature that institutions of  
15           higher education which offer teacher education programs hold such  
16           programs accountable for meeting the licensure and certification  
17           competencies approved by the State Board of Education. It is the  
18           intent of the Legislature that the teacher education programs  
19           incorporate a curriculum to achieve the competency-based system and  
20           include integration of the teacher preparation curricula with the  
21           arts and sciences departments curricula. Each institution of higher  
22           education which seeks accreditation or approval for its teacher  
23           education program shall develop an institution plan which follows  
24           the State Board of Education competencies for licensure and

1 certification. In developing such institution plans, the higher  
2 education institution shall establish a process which seeks  
3 information and input from teacher preparation faculty, faculty from  
4 arts and sciences and other programs and disciplines which are  
5 appropriate, students within the teacher education program,  
6 teachers, administrators, parents, guardians or custodians of  
7 students and business and community leaders. Until July 1, 2014,  
8 each institution shall report annually to the Oklahoma Commission  
9 for Teacher Preparation and beginning July 1, 2013, to the  
10 Commission for Educational Quality and Accountability the procedures  
11 used to inform the public regarding the institution's teacher  
12 education program and the manner through which public input is  
13 solicited and received. The institution's plan shall be accessible  
14 to any interested party under the Oklahoma Open Records Act. No  
15 institution of higher education's teacher education program shall be  
16 approved by the Commission unless the institution plan has been  
17 approved by that institution's governing board. The Oklahoma State  
18 Regents for Higher Education may facilitate the development of  
19 institution plans to assist institutions of higher education.

20 SECTION 2. NEW LAW A new section of law to be codified  
21 in the Oklahoma Statutes as Section 6-189.3 of Title 70, unless  
22 there is created a duplication in numbering, reads as follows:

23 Beginning July 1, 2015, no school district shall employ or  
24 assign any teacher to serve as an English as a Second Language or

1 English Language Learner teacher unless the teacher is licensed or  
2 certified to teach English as a Second Language.

3 SECTION 3. AMENDATORY 70 O.S. 2011, Section 6-194, as  
4 amended by Section 10, Chapter 83, O.S.L. 2013 (70 O.S. Supp. 2013,  
5 Section 6-194), is amended to read as follows:

6 Section 6-194. A. The district boards of education of this  
7 state shall establish professional development programs for the  
8 certified and licensed teachers and administrators of the district.  
9 Programs shall be adopted by each board based upon recommendations  
10 of a professional development committee appointed by the board of  
11 education for the district. For the fiscal years ending June 30,  
12 2011, and June 30, 2012, a school district board of education may  
13 elect not to adopt and offer a professional development program for  
14 certified and licensed teachers and administrators of the district.  
15 If a school district elects not to adopt and offer a professional  
16 development program, the district may expend any monies allocated  
17 for professional development for any purpose related to the support  
18 and maintenance of the school district as determined by the board of  
19 education of the school district.

20 B. Each professional development committee shall include  
21 classroom teachers, administrators and parents, guardians or  
22 custodians of children in the school district and shall consult with  
23 a higher education faculty. A majority of the members of the  
24 professional development committee shall be composed of classroom

1 teachers. The teacher members shall be selected by a designated  
2 administrator of the school district from a list of names submitted  
3 by the teachers in the school district. The members selected shall  
4 be subject to the approval of a majority vote of the teachers in the  
5 district. At a minimum, once every four (4) years the committee  
6 shall include at least one school counselor in its membership.

7 C. In developing program recommendations, each professional  
8 development committee shall annually utilize a data-driven approach  
9 to analyze student data and determine district and school  
10 professional development needs. The professional development  
11 programs adopted shall be directed toward development of  
12 competencies and instructional strategies in the core curriculum  
13 areas for the following goals:

- 14 1. Increasing the academic performance data scores for the  
15 district and each school site;
- 16 2. Closing achievement gaps among student subgroups;
- 17 3. Increasing student achievement as demonstrated on state-  
18 mandated tests and the ACT;
- 19 4. Increasing high school graduation rates; and
- 20 5. Decreasing college remediation rates.

21 D. Each professional development program may also include  
22 components on classroom management and student discipline  
23 strategies, outreach to parents, guardians or custodians of  
24 students, special education, and racial and ethnic education, which

1 all personnel defined as teachers in Section 1-116 of this title  
2 shall be required to complete on a periodic basis. The State Board  
3 of Education shall provide guidelines to assist school districts in  
4 developing and implementing racial and ethnic education components  
5 into professional development programs.

6 E. At least once a year a professional development program  
7 shall be offered which includes a component of teacher training on  
8 recognition and reporting of child abuse and neglect which all  
9 teachers shall be required to complete. ~~Additionally at~~

10 F. ~~At least one time per year, beginning in the 2009-2010~~  
11 ~~school year,~~ professional development training in the area of autism  
12 shall be offered and all resident teachers of students in early  
13 childhood programs through grade three shall be required to complete  
14 the autism training during the resident year and at least one time  
15 every three (3) years thereafter. All other teachers and education  
16 support professionals of students in early childhood programs  
17 through grade three shall be required to complete the autism  
18 training at least one time every three (3) years. The autism  
19 training shall include a minimum awareness of the characteristics of  
20 autistic children, resources available and an introduction to  
21 positive behavior supports to challenging behavior.

22 G. At least once a year in school districts which have English  
23 Language Learners enrolled in the district, a professional  
24 development program shall be offered which includes a component of

1 teacher training in providing language instruction services for  
2 English Language Learners which all teachers employed or assigned to  
3 serve as an English as a Second Language or English Language Learner  
4 teacher shall be required to complete.

5 H. Each adopted program shall allow school counselors to  
6 receive at least one-third (1/3) of the hours or credit required  
7 each year through programs or courses specifically designed for  
8 school counselors.

9 Districts are authorized to utilize any means for professional  
10 development that is not prohibited by law including, but not limited  
11 to, professional development provided by the district, any state  
12 agency, institution of higher education, or any private entity.

13 ~~D.~~ I. Except as otherwise provided for in this subsection, each  
14 licensed or certified teacher in this state shall be required by the  
15 district board of education to meet the professional development  
16 requirements established by the board, or established through the  
17 negotiation process. Except as otherwise provided for in this  
18 subsection, the professional development requirements established by  
19 each board of education shall require every teacher to annually  
20 complete a minimum number of the total number of points required to  
21 maintain employment. Failure of any teacher to meet district board  
22 of education professional development requirements may be grounds  
23 for nonrenewal of such teacher's contract by the board. Such  
24 failure may also be grounds for nonconsideration of salary

1 increments affecting the teacher. For the fiscal years ending June  
2 30, 2011, and June 30, 2012, a licensed or certified teacher shall  
3 not be required to complete any points of the total number of  
4 professional development points required. Provided, a teacher may  
5 elect to complete some or all of the minimum number of points  
6 required for the two (2) fiscal years and any points completed shall  
7 be counted toward the total number of points required to maintain  
8 employment. If a teacher does not complete some or all of the  
9 minimum number of points required for one (1) or both fiscal years,  
10 the total number of points required to maintain employment shall be  
11 adjusted and reduced by the number of points not completed.

12 ~~E.~~ J. Each district shall annually submit a report to the State  
13 Department of Education on the district level professional  
14 development needs, activities completed, expenditures, and results  
15 achieved for each school year by each goal as provided in subsection  
16 C of this section. If a school district elects not to adopt and  
17 offer a professional development program as provided for in  
18 subsection A of this section, the district shall not be required to  
19 submit an annual report as required pursuant to this subsection but  
20 shall report to the State Department of Education its election not  
21 to offer a program and all professional development activities  
22 completed by teachers and administrators of the school district.

23 ~~F.~~ K. Subject to the availability of funds, the Department  
24 shall develop an online system for reporting as required in

1 subsection ~~E~~ J of this section. The Department shall also make such  
2 information available on its website.

3 SECTION 4. This act shall become effective July 1, 2014.

4 SECTION 5. It being immediately necessary for the preservation  
5 of the public peace, health and safety, an emergency is hereby  
6 declared to exist, by reason whereof this act shall take effect and  
7 be in full force from and after its passage and approval.

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